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EVALUATING THE INTELLIGENCE

SHAMSUDDIN

There are definite aims and deals behind the establishment of schools, and the educator intends to achieve them by means of curriculum, methods and school environment.

It naturally follows that, after the expiry of a certain period, one has to calculate to what extent the pupil has progressed and also how far the school has advanced in the way of the fulfilment of aims and ideals kept before it. In other words, one has to assess the work done by the pupils of the institution and by the instruction itself.

This results in what is broadly called 'evaluation'.

MEASURING ROD

There are various purposes underlying evaluation. First of all, it helps to measure the abilities of children. In spite of equal opportunities for all and the common environment provided to every pupil, there are degrees of individual differences among children. This necessitates the importance of evaluation.

By evaluating the standard attained by the pupils, the teachers can also measure the extent of progress done by the schools. Accordingly, he can think of and bring about changes and reforms in the methods of teaching.

To make provision for the individual differences and to make teaching more effective, it is essential to find out the defects of the children so that steps can be taken to check and cure them.

After evaluating the actual standard of pupils, further determinations can be made as regards their interests and aptitudes.

Thus evaluation facilitates pupils' classification and further guidance to them. As evaluation decides the further determination of the future standard to be attained, it also acts as an incentive for both, the teacher as well as the taught.

Now the question arises as to what is to be evaluated. As we have to look to the growth and guidance of the pupils after making due provision for individual differences among them, we should evaluate children's home conditions, physical fitness, personal characteristics, interests, abilities and aptitudes, intelligence, achievement, etc. The exact and accurate measurement of the standard of the whole personality of a child can be done by evaluating the above traits in the pupils.

There are various means of evaluation in the form of tests and examinations. For example, there are Essay-type Examinations, Intelligence Tests, Objective Tests, Achievement Tests, Ability and Aptitude Tests, Teachers' Observation, Oral Examinations and other Performance Tests. There are both merits and demerits attending each type of such a measurement.

THE ESSAY-TYPE

The essay-type examinations are mostly common these days. They provide sufficient scope for free expres-

sion of thoughts and deals by children. The consolidated knowledge of the students is largely measured. Also, in these examinations, some special characteristics of children, such as originality, personality, imagination, etc. are properly noted and judged accordingly.

In this connection it is pointed out that due to time-factor the students write in a hurry and hence they cannot write better than what they write at home, when quite at ease.

These examinations are held with reference only to a particular part of the curriculum and, therefore, the student's whole personality is not judged. Subjective factor being predominant, evaluation is likely to be inaccurate.

Similarly, in essay-type examination language, handwriting, etc. influence the evaluation and there is possibility of misjudging the pupil's work. In fact, this type of examination only focuses its attention on the intellectual achievement of the students and fails to take into consideration their interests and aptitudes.

THE OBJECTIVE TEST

The objective test is another way of evaluation. It gives lesser importance to the personal element of the child, making evaluation more exact and accurate. It also is more reliable. There is no scope for bluffing here. As against grading of the essay-type of examination, there is scoring and real assessment of what is right or wrong in objective tests. It is more sound as it helps to measure what is needed for the right type of evaluation.

There is, however, the other side to the picture. The objective tests limit the scope for free expression of thoughts and ideas. They do not give opportunity for the display of originality and imagination. They evaluate only the knowledge of facts and depend much on satisfied figures.

The subjective element is neglected. The correlation of the two only can afford the best solution for the proper and accurate judgment of the pupils.

As long as examinations are indispensable in the field of education, we

have to think out ways and means to make improvements in the system of examinations so that they can be used for helping the objectives of education, instead of hampering them as at present.

The best course would be to make a healthy combination of the two. In these times, emphasis is to be laid on individual initiative and the development of the ability to make one's choices with a minimum of assistance from without. Evaluation should, therefore, be directed according to this need. We should improve the methods of evaluation so as to make them more accurate and reliable.

We should try to measure the abilities of the pupils rather than their achievements.

While setting question papers, care should be taken to use proper and simple language, making everything crystal-clear before the students. The language should be within the comprehension of the weakest pupils. The directions should be clear, brief and to the point.

The margin of time given should be sufficient to enable the students to bring out all that is best in them at a normal speed. The factor of individual difference should be kept in view, while taking the test. The questions should be many but well thought out and so framed that the expected answer may be brief.

Besides tests, teachers' opinion, cumulative records and class work should be taken into account, while determining the promotion of the pupils. The tests should be governed by the environmental and psychological analysis of the students. Examinations should be curative and constructive and not destructive, then only the real aims and ideals of education would be, at least partly, achieved.

Modern educationists have evolved a number of new types of tests such as Intelligence Test, Achievement Test, Ability and Aptitude Test, and Cumulative Records as well. They have their own place and importance in the modern set-up of the educational pro-

cess. Intelligence tests must be taken from time to time to measure the Intelligence Quotient of the children. Achievement tests help in assessing the attainments of pupils. They should be conducted on the basis of activities and not on that of subjects.

Ability and Aptitude tests apparently need much improvement. They also fail to test children accurately as the abilities and aptitudes of very small children are not properly expressed. Even then, they can be helpful to test broadly the general and special abilities of children. Besides these, the teacher's observation plays an important part in understanding the day-to-day changing behaviour, attitudes and interests of the children.

Teachers should carefully and minutely observe the pupils and keep a record of the same to arrive at a proper judgment at the end. Rating should be done in terms of 'excellent, good, fair, poor and very poor etc.' at the time of assessing the abilities of the children.

ORIGINALITY

Besides the above tests, there are also other means of evaluation such as observing original and creative drawings, exhibits, games, debates and other performances of the students. The greatest responsibility for the proper

evaluation of children's abilities and traits rests on the teachers.

They should be careful in observing the children minutely and maintain a record of their day-to-day work. They should find out the weak points of the children, adopt measures to improve and cure them. In fact, all efforts in this direction should be aimed at the future guidance and development of the children.

Rev. Emil W. Menzel rightly remarks, "There is nothing that has added as much to educational advance in America and England in the last generation as the better technique of measurements". It is true that in India we have many handicaps. However, mere criticism and theoretisation will not do.

If the principle of evaluation is brought into practice sincerely and steps taken to bring about the necessary reforms in our schools, though slowly but surely, it can be definitely said that we have done something that has helped the advancement of education in this country.

As Rev. Menzel further remarks: "With a better way of measuring educational efforts India would be freer to experiment and could much sooner reject that of which the value is doubtful."

And is not experimentation the soul of progress as well as 'a joy for ever'?

INDIAN STUDENTS AT BIRMINGHAM INTERNATIONAL GET-TOGETHER

Fifteen Indians were among 200 students from 61 countries who attended an international get-together in Birmingham last week-end arranged by the city's Conference for Overseas Students.

The Conference was formed to co-ordinate the work of various groups active in the city which promote the welfare of oversea students studying at Birmingham University and in industry. The object of the reception was, as one official put it, "to enable

the students to get to know one another".

On arrival, the students — many of them wearing national dress — were received by the Lord Mayor, Alderman Louis Glass. They were then shown into the city's splendid banquetting room, which was soon filled to capacity. There they not only had a chance to talk to other students, but also to some of the city's landladies who provide them with accommodation, and to 70 British students who had also been invited.

MEASUREMENT OF TEACHING SKILL

S. B. KAKAR,

Govt. Training College, Jullundur.

Skills are much more tangible and more readily observable than knowledges of concepts. Teaching-skill is no exception. An insightful and expert observer can form a fairly accurate guess of teaching-skill when a teacher is at work. If the observer is adequately experienced in the technique of supervising and evaluating teaching performance of teacher-trainees, his expertise and consequently his evaluation of the teaching skill would become all the more reliable and objective.

2. The investigator took up this study to verify the *hypotheses* that the training College Lecturers — who train teachers in the theory, methodology and practice of teaching have a sufficient teaching experience (five years or more), and have supervised and evaluated the teacher-trainees' teaching performance for about the same period — are fairly accurate and dependable in evaluating teaching-skill.

3. *The purpose* of the study is envisaged to be the revelation of a suitable criterion or method to (i) measure teaching-skill of teacher-trainees, (ii) discriminate between good and bad teachers, and to (iii) make a judicious selection of teachers.

4. *The sample* of the study is 158 teacher-trainees (both boys and girls in equal number) of Government Training College for Teachers, Jullundur (1960-61 session). The evaluators are the lecturers possessing the requisites mentioned in para. 2 above.

5. *The procedure* has been to observe a 40-minutes' lesson of a trainee and to evaluate it; the trainee, having been informed of the date and time of his lesson a week in advance, is fully prepared for the task. His second lesson is similarly evaluated after an interval of two months or about by an obser-

ver different from the one who observed his first lesson. This is done for each of the 158 trainees. The maximum marks allotted to each lesson are 100. The two evaluations are then compared.

6. Each trainee takes up two teaching subjects, so that one of his lessons is in one subject and the other in the other subject. While evaluating the lesson it is the methodology and the teaching-skill that are predominantly kept in view so that it is assumed that the trainees's teaching-skill is the commonest factor in his lesson or that his performance is saturated with a conglomeration of qualities conducive to dexterity in teaching. The limitations of this assumption are however appreciated by the investigator.

What is it that the observer sees in order to evaluate a lesson or what factors according to him are involved in teaching skill is left to an individual observer who perhaps looks to the lesson as a whole — its methodology, its effectiveness, interestingness, its capacity to invoke pupil's participation and all that goes to make his lesson worthwhile. Placed as they are and given the efficacy, as indicated in para. 2 above, the observers are expected to be able to judge a lesson from its gestalt impression. Care has however been taken to keep the attributes, regarding each of the observes, constant.

ANALYSIS OF DATA

The coefficients (r), the standard errors (S.E.) of the coefficients (calculated through classical formula) and the number (N) of trainees for each coefficient are as follows:—

Subjects in which teaching-skill was correlated are as follows :

Subject	<i>r</i>	<i>N</i>	S.E.
History-English	·79	45	± ·05
History-Hindi	·84	25	± ·05
Mathematics-English	·68	19	± ·12
Mathematics-Science	·75	12	·12
Hindi-English	·56	11	± ·20
History-Panjabi	·77	9	± ·13
History-Science	1	1	0
History-Maths.	1	1	0
Science-English	·93	3	± ·07
Geography-Panjabi	1	1	0
History-Drawing	1	1	0
Music-Panjabi	1	3	0
English-Panjabi	·77	3	± ·23
Geography-English	1	2	0
Music-English	1	3	0
Hindi-Maths.	1	1	0
Sanskrit-English	·84	7	± ·11
History-Geography	1	5	0
Music-Hindi	·83	4	± ·16
History-Sanskrit	1	2	0

FINDINGS

1. '*r*'s between scores in different subjects vary from ·68 to 1, S.E. varies from 0 to ·23, and the number of trainees for each coefficient varies from 1 to 45.

2. '*r*' between the two evaluations shows that the two observers of each lesson are fairly near each other in their judgment. Their evaluation of teaching-skill may thus be said to be fairly accurate and dependable.

3. '*r*' between the two evaluations shows that the students' performance in teaching is fairly consistent.

4. '*r*' = 1 shown in the above table cannot be regarded as significant as the number of trainees having the combinations of subjects which have shown this high correlation is less than 10 in each case.

5. '*r*'s between History & Panjabi, Science & Mathematics, History & Hindi, English & Science, English & History, English & Mathematics — all showing

reliable evaluation and consistent achievement may also be due to the fact that a common medium of instruction (Panjabi in first 2, Hindi in the next 1, English in the last 3) might have contributed to some extent towards consistent achievement.

6. All the '*r*'s, especially those between English & Sanskrit, English & Hindi, English & Panjabi, Hindi & Music which do not have much in common in terms of content show at best that the most predominantly common factor between the correlating lessons is the teaching-skill shown by the trainees.

LIMITATIONS

1. The method of evaluating teaching-skill, though well-tried, is not standardised.

2. The study yields results which need further verification through similar and improved techniques.

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MADRAS-28.

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OUR SYSTEM OF PRIMARY EDUCATION

M. S. V. CHARI, *Tindivanam.*

That our system of education, primary, secondary and higher, is vitiated by grave defects, both in its content and curriculum as well as in its methodology and even in its standard is perhaps beyond controversy. The way in which we have been floundering in our attempts to evolve a uniform pattern of secondary education is proof positive that we have not even coherent idea of what sort of education would best suit us. To maintain that uniformity in education is no virtue and that the Indian States can afford to have a variety of secondary education patterns seems to be a counsel of despair. It is surprising therefore that the several States should have found themselves unable to agree on even the uniformity of standards in secondary education and the duration of the course, for these two are linked together. Obviously students in different states can be taught upto the same standard only in the same number of years. Variety, of course, we may have in educational courses, but not in standards. Even now, some South Indian educationists are complaining about difference in standards obtaining in different States both in secondary and higher education in the matter of the evaluation of students' performances. It is again complained that some Universities are liberal in the award of first classes and that this works to the prejudice of students of Universities which are more strict in their evaluation. That shows that we do not favour any difference in standards.

As primary education is the real foundation of secondary and higher education, some of its glaring defects are spotlighted in the following paragraphs.

We often complain of low standards. For one thing, under the present circumstances, it cannot be well other-

wise. Neither the teachers nor the taught are to be blamed for this. With our ideal of universal free and compulsory education upto the primary standard, we have been unable to maintain standards in primary education. The pressing into service of teachers with minimum qualifications, which really means low qualifications, the heavy pupil-teacher ratio, the heavy curriculum and the new class of students to whom education has to be imparted, and who could not get any help from their illiterate parents at home in supplementing their education at school — all these have inevitably contributed to lower the standards at both the primary and the secondary levels of education. Our educationists are never tired of saying that the ages between 5 and 9 are the most impressionable period of our learning and are the most receptive. Any wrong impressions that children get at this age, we are solemnly told, will leave a lasting mark on their further development, educationally and socially. And yet, there can be no gain-saying the fact that the present-day teachers in charge of primary education are poor — if not positively bad — specimens, at least educationally, from whom we can expect next to nothing in the shape of moulding our children's character or laying firm foundations of education. When in the West, the greatest care and attention is paid towards the education of the primary school children, we are content to leave them to the tender mercies of our low-qualified teachers, who are certainly ill-equipped to discharge the onerous task entrusted to them.

Of course, it is all a question of finance. The ideal of universal free and compulsory education in India has been, I am afraid, undertaken with as light a heart as the ideal of adult franchise. Both are unexceptionable ideals, but

both have brought untold miseries on Independent India, the one educationally and the other, politically. Educationally, our constitutional directive on education has landed us in a morass of low standards while the adult franchise has brought down the standards of administration which has become the problem of problems of our administrators.

The financial implication of footing the bill of a free, universal and compulsory education in a country like India, where population has been growing by leaps and bounds, out of all proportion to her resources, had never been thought of. If it had been, our leaders would have thought many times before including such an 'immediate' directive in the constitution. But our leaders in a fit of political enthusiasm forgot to take a realistic view of the problem. Really such a directive could have been avoided and instead, there could have been a phased programme of quantitative as well qualitative expansion of education quite in keeping with our financial resources.

Our constitution-makers committed another grievous mistake in making education a State subject. This is also due to the fact, that they did not reckon with the cost of education, which was certainly beyond the resources of the States. When the Centre at last made this discovery and came forward with proposals to make education a Central subject, the States are stoutly opposing this beneficent reform because they stand to lose some powers of political patronage and would be faced with curtailment of powers over their educational policies in their own States. It is not however that the States do not realise that they cannot do justice to education with their limited finances. They ask for greater and greater subsidies for primary education; even now the States have put forward the preposterous claim that the entire education of girls in the States should be financed by the Centre. This claim gives up the whole show that the States have sufficient resources to finance either primary or girls' edu-

cation. Thus they have themselves made a good case for the Centre taking up education.

It is however but fair that the Centre should undertake the entire cost of primary education because it is a directive in the constitution. It would be in the paramount interests of the children of India, that education, primary and secondary, should be vested in the Centre and the States should magnanimously agree to this transfer without protests which will not bear scrutiny. The teachers owe also a duty to the country and its children to support the Centre's proposal to Centralise education. For that alone would enable the Government to improve the quality and quantity of education. If need be, teachers all over the country should convene meetings of parents and convince them that they should bring pressure on the Ministers to agree to Centralisation of education. Teachers should also devise other measures, through countrywide propaganda, to impress upon the Governments, Provincial and Central, that they are in favour of such Centralisation.

All this however is not to say that we cannot improve the quality of primary education at least to a limited extent. The *malaise* of modern education in India, at all levels, from bottom to top, is the hurry with which we want to educate our children. This is specially so, in primary education. I will take a concrete example. In olden days we had patience to spend a lot of time over teaching our children to learn thoroughly the alphabets, both regional and foreign. The teachers in olden times, wrote the alphabets on the slate and the child was asked to write over them again and again till he was able to write the alphabet legibly—if not beautifully—independently. Then followed dictations of two- and three-lettered words. Then again he was asked to do copy-work and alongside this, transcription work. All these helped the child to learn the alphabets thoroughly and write them legibly and even beautifully. In doing so, we laid the foundations of steadiness in study.

We taught the child to be thorough, steady and patient in his studies without having to give him a spate of oral advice on these essential qualities which are so important in any worthwhile study. All this is now taboo. The slates and the slate pencils have almost disappeared in the primary classes, except perhaps in the 1 and 2 classes. Notebooks, leaky fountain pens and pencils have taken their places. This has made education very costly even in the primary stage. Many children are unable to purchase notebooks and have to idly while away their time. Again notebooks will not permit of repeated copywork because of the cost involved; so, the teachers have to be content with minimum copywork. The case is not much different even in the case of learning the foreign language. Teachers have neither the time nor the inclination, much less the patience, to initiate the children in the art of a good handwriting. To make matters easy for tender children (so we are told) the MELT script has been introduced. They are supposed to learn this kind of script more easily than the script in the traditional method. On the whole, primary education is dominated by the 'play-way' and 'soft' methods. Industry in studies is mistaken for mental strain. We are solemnly warned that it will not do to tax the mind of the tender child too much. It would seem that learning to draw straight lines and curves would strain his intellect. I personally do not see, how it can. We could ask him to draw straight (horizontal and vertical) lines, semi-circles, circles and ovals and semi-ovals, not indeed independently, but over and over again on these shapes drawn by the teacher. Writing over will not tax the brain, it only requires attention. Then the child would learn to write the alphabets, at a later stage, very easily.

What indeed are the merits of the MELT script? We are told that they can be learnt more easily. But the snag is, the child has to abandon the MELT script at a later stage in learning to connect the alphabets in the course of

writing words. Why then should we not spend more time in teaching the letters in the ordinary form, as the MELT script is only a stop-gap method, i.e., an intermediate step in learning to write the word? If the answer is that it can be learnt sooner, where, I ask is the need or the reason for attempting to learn the language in such a hurry? I feel unconvinced about the utility of employing the MELT script in spite of its being the rage in modern primary education.

I am not, however, to be mistaken for criticising language experts who have introduced the MELT script. Doubtless, they have devised it with the best of intentions. We wanted them to make the study of English language less difficult for our children and the MELT script is their first solution, structural patterns, direct method, etc. coming after. This unhealthy desire to accelerate the pace of education in the primary stage has left a permanent mark on education at higher levels. It is high time we realised that there are really no short-cuts to a sound education except the way of industry.

Another defective feature of our education in general and primary education in particular is the want of thoroughness in studies. One would expect that, at least in the primary stage, firm foundations in the 3 R's would be laid. That is exactly what we have not been doing ever since we took up the administration of education. Thus we are making any attempt to build solid foundations in arithmetic with the result we are short of men versed in mathematics.

We have no patience to teach the rudiments of arithmetic, viz., addition, subtraction, multiplication and division with any amount of thoroughness. We do not make the students recite multiplication and other conversion tables daily as a piece of mental drill, with the result, when the student comes to higher classes, he makes very simple mistakes and goes wrong in his answers. Repeated failures in arriving at correct answers make the students think that Maths. is a subject beyond their

comprehension — which is certainly not the case — for ordinary mathematics is within the competence of any average student. One period a day for maths. is hardly sufficient to give the student enough practice in arithmetic.

The haste and the want of thoroughness that characterises our primary education is not a little due to our faulty and heavy curriculum. Instead of confining the curriculum to essential subjects in the primary stage, we are frittering away the energies of the teachers and the taught by introducing a heavy curriculum of studies. All our solicitude for the children to teach them the 'soft' way has not prevented us from inflicting on them a heavy load of studies in satisfying our ambition to 'round off' education at every level. This policy has encroached on the legitimate time that we should devote in teaching the 3 R's in the primary stage. Primary education is today characterised by utter lack of concentration on essential subjects which is so important if we are to give our children firm foundation in fundamental subjects like the 3 R's. Educationists may well differ on what constitutes the fundamentals of education but they are hardly likely to differ on the essential content of a primary education. In my humble view, to introduce generalised education at the primary stage at the expense of a 'thorough' study of the 3 R's is a very short-sighted policy, the results of which we are witnessing today at higher levels of education.

I would however humbly suggest a compromise. I would suggest that till the end of the V Standard, four to five periods a day should be devoted to the study of 3 R's (i.e., 4 periods in the first three standards and five periods in IV and V Standards as two languages have to be learnt).

The primary school teachers may be wholly inclined to agree with me in my

suggestion referred to above. But then, there is another big obstacle. It is basic education which consists of craft work. This takes away nearly $2\frac{1}{2}$ periods of the day's school time, leaving the teachers very little time to do justice to other subjects. Added to this, the injunction that all teaching should be through crafts has only caused the worst confusion among the teachers. The introduction of basic education has cut at the root of efficient imparting of instruction in the 3 R's.

Here too, I wish to suggest a compromise. It ought to be introduced — if at all — only at the higher primary stage and even then it must have a real utilitarian value. In Russia, basic education has been introduced only in the higher primary stage and we could do the same. The villain of the piece of primary education seems to be Basic Education. If we want to improve standards in primary schools, we must exorcise basic education from the curriculum of primary education.

Our educationists in office who pay scant attention to standards of primary education and to the problems affecting them are doing positive dis-service to the children of the country and to the State as well, for upon proper standards of primary education rests the entire fabric of secondary and higher education and hence the intellectual wealth and resources of the country. It would be futile to attempt to build a worthwhile higher education on the present sandy foundations of our primary education.

SUMMARY

The way to improve standards in primary education would be to Centralise at least primary education, concentrate on the 3 R's, and exorcise Basic Education from the primary education curriculum.

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SOME OPINIONS

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TOWARDS THE SUCCESS OF GOD-FATHER SCHEME

V. R. SUBRAMANIAN,
(A. C. C. *Factory School, Madukarai.*)

With the abolition of the E.S.L.C. Examination for VIII Standard it is feared that the quality of education in Higher Elementary Schools would go down and to arrest any such deterioration the God-father Scheme has been well thought out by our D.P.I., the well known pioneer of educational schemes.

While we take stock of the situation in the H. E. Schools, we can't shut our eyes to the diversified pattern we are adopting in H. E. schools and the Upper Primary sections attached to the High Schools, for the same syllabus taught in both the schools.

Let us vivisect the dual system at the Upper Primary stage. The High Schools work for 200 days where as the H. E. Schools work for 220 days at the same time meekly submitting to the charge of low standard. The Secondary Grades in H. E. Schools who man with the joint responsibility of imparting instruction in all subjects including Drill and Drawing are the Jacks of all trades who have to compete with the specially trained teachers employed in the High Schools. Besides, hours of work are punctuated with leisures in high schols when the Elementary School teacher cuts a sorry figure for it. Much of the record work in the High School is done by the clerks but all the work has to be done only by the Secondary Grades in H. E. Schools, in the absence of any such provision for clerks. Again there is a bull work of records and statements in Elementary Schools specially with the advent of free compulsory education, Midday Meals Scheme etc. The issue of Record Sheet in H. E. Schools and the T. C. in the high schools for the

same standard is another glaring disparity, when it is taken outside the State for admission. The Elementary School has to face at least two surprise visits by the Department officials besides the Inspection, date not fixed, where as the fear subsides with one annual Inspection in the high school, the date being fixed definitely. The Elementary School teachers have to attend a monthly meeting held by the department compulsorily and the absence will only be approved on casual leave and a heavy programme of model lessons, cultural activities by the pupils, reading of essays etc. are all pre-arranged for a go-through. Do the upper primary section staff in the High School face such ordeals?

Lastly, we are convinced of the diversities; but still can lay down a uniform policy by minimising the differences and integrate the dual systems of Departmental control, record work, working days etc. to achieve the aim of efficient instruction.

I would suggest the detachment of the upper primary section from the high school and treat it on par with the H. E. school, shedding the superiority complex, to arrange a separate monthly meeting of the combined Teachers' Associations for the upper primary section under the departmental control, just like the Primary Teachers' Association meet, club them to usefully discuss their problems of teaching, conduct model lessons on various subjects, under the guidance of the high school headmasters, their God-fathers, to the benefit of their God-sons, the co-ordinated co-operation of whom would speak volume for the success of the God-father scheme.

“SOME REFLECTIONS ON TECHNICAL EDUCATION”

By T. S. VENKATESWARAN, B. A., Cert. Textile Tech.,
Senior Textile Instructor, St. Francis Xavier's High School, Tuticorin.

PART II

The American and Japanese systems of Education are worth studying, because before the attainment of the age of eighteen, both boys and girls acquire knowledge more on the technical—viz., practical than on the theoretical side. The late, Sri A. V. Kuttikrishna Menon, Principal of the old Zamorin's College, now the Guruvayurappan College, Kozhikode, who had been to Japan on a special educational tour, first in 1936, after a deep study and analysis had adumbrated the future pattern of education suited to India's posterity. His plan was to give more emphasis on the technical education, rather than on the academic, which should satisfy the three essential requisites of man, viz., food, clothing and shelter.

But his wise suggestions did not receive sufficient encouragement in those days. But what he emphasized twenty-eight years ago has today become a reality—that, “the future of India rests more upon the mechanization of industries, manned by educated and experienced men, whose technical bias should originate from the Secondary School level, rather than at a later stage, after specialized academic career.

One of the basic concepts of education in both these advancing countries are that the ability, capacity and intelligence of a student is counted mainly on his skill and dexterity in basic crafts. He is judged by his teachers after a close watch over his taste as to

which branch of trade and education, he is best suited and is sent to that branch of learning in conformity to his wishes ; where he prospers well in his studies — viz., mechanical, electrical, textile technology, leather manufacture ; agriculture and so on. In this way, those best suited to the academic side alone are selected. But both in Japan and America most of the boys and girls are factory minded and evinces keen taste in technical education.

All Institutions in Japan and America imparting technical education, give primary importance to the practical knowledge gained ; mere proficiency on the theoretical side is not considered, as a yardstick, to measure the students' eligibility, for promotion. But in India we lag behind this ; because more importance is given to the theory papers and practical is given minor importance. After the attainment of Independence a number of Polytechnics have been started and many more are springing up every year. But all these Polytechnics offer one and the same stereotyped courses — L.M.E., L.E.E., and L.C.E., and only one or two L.T.M. and L.A.E. and other branches of Engineering. Workshop practice is very much insufficient. To overcome these drawbacks, more attention should be diverted to expand and re-vitalise the workshops attached to Polytechnics and all those passing out should find an easy accessibility for apprenticeship as provided in America.

(To be continued)

THE SOVIET EDUCATION SYSTEM, ITS PAST AND PRESENT

EMMANUIL BOROVIK

Rabindranath Tagore, on his return from a visit to the Soviet Union in 1930 wrote that he was amazed at the great energy with which education was being spread throughout the country. Moreover, he said, it was not merely a matter of the number of persons but the depth and scale of education.

And indeed at that time already the Soviet education system had notable achievements to its credit. It had put education within the reach of the broad masses. There existed compulsory education for all children, and what was most important, education was no longer at the service of a privileged class but of all the people.

The new system required new principles of education, stimulating the search for new forms and methods in educating and bringing up the young generation.

HARMONY BETWEEN THE INDIVIDUAL AND SOCIETY

Anton Makarenko, one of the great leaders in the field of Soviet education, whose principles of education were based on achieving harmony between the individual and society, maintained that children can be best educated and brought up within a collective. "In the Soviet Union," he wrote, "individuality cannot develop apart from the collective, and therefore there cannot exist personal interests and happiness conflicting with the interests and happiness of the collective." At the same time, of course, Makarenko stressed that the teacher must take into account the natural assets and abilities of each pupil, avoid stereotypes and at the same time give a uniform approach. It was also pointed out that a well-knit and friendly community of pupils can be created only when the teachers themselves represented a strong collective.

An exacting love for the child, a profound knowledge of the subjects and

creative methods of teaching — such were the basic principles underlying the system of teaching in Soviet schools as far back as the twenties. And these principles have remained unaltered to this day. However, the structure of the Soviet education system underwent changes many a time to meet the requirements of changing periods in the development of the country.

The task confronting secondary schools in the 'thirties, for example, was to provide pupils with the necessary general background for entrance to higher educational establishments. Hence, the principal emphasis was on the general education subjects. That period in the field of Soviet teaching was marked by extensive research. Sentiment was strong then against these so-called educators who wished to retain at the secondary school only pupils of high mental ability. The majority of Soviet teachers regarded this to be wrong and held that school subjects are within the grasp of every normal child. Most of the people, including factory workers, collective farmers etc. were in favour of "education for all".

NEW PATHS OF DEVELOPMENT

One of the major principles in Soviet education evolved during that period was the fostering in the child of a strong sense of responsibility and duty. "The more the individual is respected, the more is demanded of him" — these words by Makarenko were well remembered by Soviet teachers. In this connection the whole problem of conduct and discipline appeared in a new light. To Soviet teachers and educators it became clear that school discipline was more than a matter of order, punctuality, neatness and obedience. Discipline also implied the pupil's effort in overcoming difficulties in his work and his perseverance in achieving a set aim.

It was precisely during this period

that after visiting one of Moscow's ordinary schools Rabindranath Tagore wrote of Soviet children: "Before me were their faces utterly free of any shade of depression or humiliation. No embarrassment or strain. Their minds were purposeful and as there was a wide sphere of activity ahead of them, it seemed that they were always full of energy, there was no trace of listless inattention about them."

And yet the education system was not able always to keep pace with life and with the rapid development of the land. In the late 'fifties when Soviet economy made particularly great headway the problems facing public education arose with a new urgency. Teaching at school was all too often confined to verbal exposition. Manual and vocational training was neglected. This left the children on graduating from school inadequately prepared to do independent work for the good of society. There arose the necessity to discuss new paths of development of the Soviet education system. Thousands of meetings of parents, teachers, youth leaders and college students were held. In the Russian Federation alone nearly 100,000 such meetings took place.

LAW ON EDUCATION

This resulted in the USSR Supreme Soviet adopting on December 24, 1958 the "Law on Strengthening Ties Between the School and Life, and on the Further Development of the System of Public Education in the USSR."

With this law secondary education rose from the seven-year level to the level of the compulsory eight-year school which now tackles successfully the problems of general, manual and polytechnical education, giving the children broad knowledge and the best kind of physical education as well.

The course of practice at factory shops, building sites and on collective farms introduced at the complete eleven-year secondary schools yielded splendid results. Teenagers can now approach with greater understanding

the question of choosing their future profession. They profit greatly by the contact with workers' collectives and are able to imbibe their glorious labour traditions.

At the same time this type of school gives pupils the knowledge they need to continue their studies in colleges. For, as ever before, the ever-expanding economy of the Soviet Union needs competent engineers, agriculturists, doctors and teachers as well as other specialists in the arts and sciences.

CONSTANTLY RENEWED AND IMPROVED

It is more than four years ago that the new law on the education system was adopted. This system today is being perfected to meet the new requirements. Special schools with emphasis on mathematical subjects are being opened. Classes for school pupils are sponsored at colleges. On the initiative of a group of teachers a number of model schools now function in every district of Moscow. At these schools seminars and demonstration lessons are regularly held for the benefit of teachers.

In recent years *Uchitelskaya Gazeta* (The Teachers' Gazette) has published numerous articles and letters by readers, in which suggestions have been made to improve the teaching of mathematics, to change the system of instruction in foreign languages and to alter the structure of lessons. Parents and teachers urge the introduction of a more lively system of teaching literature, and to promote greater independence on the part of the pupils. After carefully testing, these suggestions are gradually being introduced in the system of teaching.

There can never be any stagnancy in the system of public education in the USSR. It is a system which is being constantly renewed and improved. This is accomplished with the help of the public at large, people from all walks of life, and first and foremost, of course, the teachers themselves.

FROM OUR ASSOCIATIONS

TEACHERS' ASSOCIATION, BOARD HIGH SCHOOL, PAPANASAM

An extraordinary meeting of the Teachers' Association was held on 28-11-63 in the Board High School, Papanasam. Sri R. Venkatachalam, B.A., B.T., Headmaster, Board High School, Papanasam, presided over the function and welcomed the gathering.

Sri T. Rajagopalan, B.A., L.T., Secretary, S.I.T.U., also attended and spoke about the functions of the S.I.T.U. and made an appeal to all teachers to buy S.I.T.U. magazines to strengthen their association. He pointed out that teachers should take interest in giving articles for the monthlies. Teachers from various schools attended the meeting. Sri S. Ganapathy, Secretary, gave a vote of thanks to all members.

MADURAI DISTRICT TEACHERS' GUILD

Resolutions passed at the General Body Meeting of the Madurai District Teachers' Guild held on 19-1-1964 :

1. This meeting of the Dt. Teachers' Guild expresses its deep sense of sorrow at the sudden demise of Sri T. P. Srinivasavaradan, one of the architects of the South India Teachers' Union and an eminent leader of the teaching profession.

2. This meeting of the Guild deplores the suggestion made by the Election Commission that the Teachers' Constituency should be abolished and make an earnest appeal to the Government to retain it. This Guild requests the Government to stop the collection for the National Emergency Provident Fund and to refund the amount collected.

3. This meeting requests the Government to extend the revised pension rules to the L.T. cadre of teachers retired before 1-7-60 as the present rules are seriously defective in as much

as there is no link between the salary and the pension amount.

4. The University is requested to increase the number of times a teacher may appear for the M.A. examination and be permitted to pass in two parts.

5. Resolved to request to Government to sanction uniform scale of pay for Headmasters under all managements irrespective of the strength of the school and to restore duty allowance to Headmasters in aided schools.

6. To grant special allowance to Secretarial Assistants and Agricultural Assistants as sanctioned to Engineering Instructors.

7. That one-third of the L.T. cadre teachers may be given a selection grade to benefit the seniors in service.

8. To request the Government to afford facilities to teachers of Local Bodies to make purchase at the time of Deepavali in Co-operative Sales Societies by granting loans to be recovered in instalments.

9. To sanction pension-cum-insurance benefit to non-teaching staff working in schools.

10. To sanction house-rent allowance to all secondary school teachers, free medical aid as is done for N.G.O.'s, and to extend the age of retirement to 60.

11. To restore the number of days of casual leave for teachers to 15 days.

12. To enforce uniform leave rules and security of service for teachers and clerks.

13. To make provision for one post on U.D.C. scale of pay for every 500 strength of schools.

14. To recruit Dt. Educational Officers from non-Government teachers based upon 10 years of B.T. service or 5 years of H.M. service.

15. To request the Government that the teachers of all managements should

not be entrusted with any other work except for educational purposes.

16. Senior mechanics should be given the scale of pay either of the secondary grade teachers or Manual Instructor's grade.

17. Unqualified clerks working in schools even before 1950 may be included for consideration of increment.

18. To grant special pay for teachers with post-graduate qualifications.

INAUGURAL FUNCTION OF THE GOD-FATHER SCHEME

The inaugural function of God-Father Scheme at Shanmuganathapuram (Ramnad Dt.) Centre was held in the premises of S. RM. S. High School, Shanmuganathapuram on 21-12-63, with Sri Natarajan, B.A., L.T., the District Educational Officer in the chair. Sri AR. Somasundaram, M.A., B.T., the Headmaster of the S. RM. S. High School and the Joint Secretary of the Ramnad District Teachers' Guild welcomed the gathering. Sri RM. Perumal, M.A., B.T., garlanded the guests. Sri R. Natarajan lighted a "Kuthu Vilakku" and inaugurated the function. He said in his presidential address that the teachers should co-operate with the education department to make the scheme a success. Then Sri Kunrakudi Adigalar delivered a grand lecture on the implementation of the scheme. He suggested that the scheme may be expanded to elementary schools also. Finally, Sri Irudayasamy, the Headmaster of Unjanai Higher Elementary School gave a vote of thanks. A number of teachers from the surrounding areas attended the function. The schools attached to the Centre are S. RM. S. High School, Shanmuganathapuram, Ilango Higher Elementary School, Vengaloor and Kannangudi Panchayat Union Higher Elementary School, Unjanai. Common courses of study and future programmes were drawn for implementing the scheme successfully.

THE LATE SRI T. P. SRINIVASA- VARADAN

Messages of condolence have been received in the office of the Union from the following, with directions to pass them on to the members of the bereaved family :—

1. Teachers' Association, Sethupathi High School, Madurai.
2. C. M. Fazlur Rahmon, Headmaster, Islamiah High School, Pernambet.
3. Teachers' Association, Town First Centre, Tiruvannamalai.
4. Rajah's High School Teachers' Association, Ramanathapuram.
5. Teachers' Association, Town High School, Tiruvanaikovil.
6. Teachers' Association, High School, Poolampatti.
7. Teachers' Association, Hindu High School, Madurantakam.
8. Teachers' Association, Ramakrishna Vidyalaya High School, Chidambaram.
9. Teachers' Association, National College High School, Tiruchirappalli.
10. Teachers' Association, Board High School, Muthupet.
11. Teachers' Association, Seena Vana Municipal High School, Tuticorin.
12. Teachers' Association, Sankar Secondary School, Balavidyalaya, Sankarnagar, Talayuthu.
13. Teachers' Association, Rajaji Higher Ele. School, Tulajendrapuram, Mannargudi Taluq.
14. Teachers' Association, Bishop Heber High School, Teppakulam, Trichy Dt.
15. Teachers' Association, Panchayat High School, Karainam.
16. Sri T. S. Avanashilingam, Ramakrishna Mission Vidyalaya, Coimbatore Dt.
17. P. L. W. A. High School Staff, Vikramasingapuram.
18. Madurai Dt. Teachers' Guild.
19. Karapettai Nadar High School, Tuticorin.

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD MEETING

A meeting of the Executive of the S.I.T.U. was held at 10-45 a.m. on Saturday, 8-2-64, at Town High School, Kumbakonam, with Sri A. K. Sitaraman, President, in the chair.

The following members were present : Sri A. K. Sitaraman (President), Sri T. S. Rajagopalan (Secretary), Sri V. S. Saravanan (Joint Secretary), Sri D. Sebastian ; Sri A. Vadivelu ; Sri L. Mariapragasam ; Sri S. S. Narayanaswami ; Sri C. R. Aiyengar ; Sri Govindarajan ; Sri P. V. Ramaswami ; Sri D. Antoniswami ; Sri V. Meenakshisundaram ; Sri A. Narunam ; Sri A. M. Kanniappa Mudaliar ; Sri V. Antoniswamy ; Sri N. Shanmugam ; Sri S. Ganapathi ; Sri S. Subba Rao ; Sri K. V. Rajagopala Iyer ; Sri P. Ramachandran ; Sri N. K. Venugopal ; Sri A. V. Thirumalaiswami ; Sri P. Mariappan.

After prayer, Sri K. Venkataraman, Headmaster, Town High School, Kumbakonam, welcomed the members of the Executive and said that the forthcoming conference at Kumbakonam could be gone through successfully with the co-operation of the members. Sri K. V. Rajagopala Iyer, Secretary, Tanjavur District Teachers' Guild, welcoming the members on behalf of Tanjavur District Teachers' Guild, requested the members to co-operate.

Resolutions of condolence were passed regarding the demise of Sri T. P. Srinivasavaradan, ex-President, Sri S. Palaniswami, Joint Director of Public Instruction, and Sri Theodore Samuel, ex-President, Trichi District Teachers' Guild.

All the members were of opinion that there should be a fitting memorial for Sri T. P. Srinivasavaradan, who had been connected with the S.I.T.U. for a very long time and it was resolved unanimously to constitute the following

sub-committee, with powers to co-opt, to consider the nature of the memorial and the ways and means of working it out. The following gentlemen and ladies with powers to co-opt were suggested to form the Committee. Sri G. R. Damodaran, Dr. A. L. Mudaliar, Sri T. M. Narayanaswami Pillai, Sri V. S. Thiagaraja Mudaliar, Sri M. Rajah Iyer, Sri A. K. Sitaraman, Sri T. S. Rajagopalan, Sri V. S. Saravanan, Sri N. K. Venugopal, Sri V. Antoniswami and Sri A. V. Thirumalaiswami.

The minutes of the previous executive meeting were read by Sri T. S. Rajagopalan, Secretary, and were duly approved. Sri T. S. Rajagopalan, Secretary, appealed to the representatives of the District Guilds to send the application fees in time and explained what steps were taken to run the journal, *Balar Kalvi*, with greater efficiency and to bring down at the same time the cost of production. Sri A. Shanmugam, Convener, Vigilance Committee, explained the cases he had dealt with and suggested that the two journals, the official organs of the S.I.T.U., do give publicity to such activities so that teachers might realise that the S.I.T.U. is safeguarding their interests.

In the afternoon, the members discussed the arrangements to be made for the forthcoming annual education conference to be held in the second or third week of May this year. Sri A. K. Sitaraman, President, suggested that, in view of the increasing importance of Mathematics and Science, the Conference may have for the central theme these two subjects. At 4-30 p.m., the members of the Executive were entertained at tea by the Kumbakonam Educational Society and were introduced to the Headmasters and Correspondents of the local schools. Sri A. K. Sitaraman thanked the organisers and Sri Mahalinga Iyer, Correspondent, Town High

School, Kumbakonam, assured the members his fullest co-operation in all matters connected with education, especially in the conduct of the forthcoming State Educational Conference.

The following resolutions were passed unanimously :—

1. Resolved that the members of the S.I.T.U. attending the All-India Educational Conference as members of the Council of A.I.F.E.A. be paid the delegation fee and that this resolution do take effect from the year 1963.

2. Resolved to elect Sri T. S. Rajagopalan, Convener of the Committee, for framing rules of procedure for conducting the elections during the Annual General Body meetings and the Committee was requested to submit its recommendations before the next executive meeting.

3. Resolved to reiterate the resolutions regarding (a) the liberalisation of pension rules (b) extending the pension rules for the non-teaching staff in schools, (c) granting of house rent allowance, (d) granting of duty allowance to headmasters in elementary schools, and (e) a favourable consideration of the pupil-teacher ratio in elementary schools.

4. Resolved to impress on the Government the necessity of having teacher-members on the Teachers' Constituency in the Legislature and to request the Government to continue the existing procedure.

5. Resolved to request the Education Department to consider liberally the question of language pandits contained in the Director's Proceedings, R. C. No. 2401 G2/63 dated 21-11-63. As it is very difficult for pandits to get sets in training institutions, it was further resolved to request that, besides increasing the number of seats in training institutions, such of the language pandits as were appointed prior to 21-11-63, the date of the above proceedings, be continued in service with the usual increments, vacation salary and other privileges till they get themselves trained. Resolved further to request the Government to give, while selecting teachers for training, preference to teachers now in service.

6. The President referred to the notices served on the S.I.T.U. by the authorities of the L.I.C. regarding the office premises leased out to the S.I.T.U. for 10 years ending with 1967 and the access to the Golden Jubilee Building. It was resolved unanimously to empower the President and the Secretary to take suitable steps in the matter of (i) the terms of lease and retention of the office premises, and (ii) keeping and securing the right of access to the Golden Jubilee Building by taking such legal action as may be necessary or by purchasing the adjacent plot by which the question of access could be solved permanently.

Sri T. S. Rajagopalan, Secretary, thanked the authorities of the Town High School, Kumbakonam, for the facilities provided for the meeting, the Tanjavur District Guild for arranging the meeting of the Executive and the members of the Executive for helping in the deliberations.

The Journal entering on the
30th year of useful service

' EDUCATIONAL INDIA '



FRANK OPINION : " Educational India " which has done so much to clarify successfully all the problems of education, will be of the greatest help to all educationists and others interested in education.

Dr. A. Lakshmanaswamy Mudaliar.



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THE S. I. T. U. COUNCIL OF EDUCATIONAL RESEARCH, MADRAS-28

READING HABIT COMPETITION AMONG HIGH SCHOOL PUPILS

Awards for the year 1963

The S.I.T.U. Council of Educational Research, in co-operation with the Madras Library Association, conducted a *Reading Habit Competition* in high schools in the State of Madras with the purpose of inducing in pupils a zest for reading and thinking. The Committee of Judges, Messrs. R. Sarangapani Iyengar, V. Bhuvarahamurthi Rao, T. S. Rajagopala Iyengar and K. M. Sivaraman, evaluated the scripts received and recommended awards. The Executive of the S.I.T.U. Council of Educational Research, accepting their recommendations, has made the following awards :—

V. ARUNAJATAI,
Secretary-Treasurer.

<i>School, Name of pupil and Order of merit</i>	<i>Prize Rs.</i>
1. Kalaimagal Kalvi Nilayam Girls' School, Erode :	
1. C. Kanthimathi—Over all First Prize	.. 35
2. R. Baby Kamalam—Over all Second Prize	.. 25
3. P. Thilakavathi—Over all Third Prize	.. 20
4. A. Muthulakshmi—Third Prize	.. 15
5. S. Jayalakshmi—Third Prize	.. 15
2. O. C. P. M. Girls' High School, Madurai :	
1. R. Nagalakshmi—Over all Second Prize	.. 25
2. Mary Dhanam—Over all Third Prize	.. 20
3. D. Premalatha—Third Prize	.. 15
3. S. B. K. High School, Kalloorany, Ramnad :	
1. N. Selvaraju—Third Prize	.. 15
4. L. M. P. C. High School, Puthalam, Kanyakumari :	
1. Paul Anantha—Third Prize	.. 15
5. Christian College High School, Madras :	
1. C. J. Korula—Third Prize	.. 15
6. Sir M. C. T. High School, Purasawalkam, Madras :	
1. K. N. Venkatachallam—Third Prize	.. 15
	<hr/> 230 <hr/>

These prizes will be awarded in the form of books at a public function to be held in Madras some time in March 1964.

OUR LETTER BOX

PLIGHT OF UNTRAINED TAMIL PANDITS IN HIGH SCHOOLS

A good number of untrained Tamil Pandits are now working in the High Schools in the Madras State and the only qualification required of them so far is Tamil Vidwan of the Oriental College. Training was not insisted upon for entertainment or continuance in service. But now the Madras Education Department in the Director's proceedings Rc. No. 2401 G2/63 dated 21-11-63 communicated to the High School Authorities has ordered that all untrained Pandits entertained after 1-6-'60 should be ousted from service on the last working day of the academic year and consequently should not be allowed to draw any vacation pay. While in service such untrained pandits are eligible to draw only the minimum of the time-scale fixed for this category under the orders of the Government. To say the least this order will throw out of employment many who have passed their Vidwan Examination after 1960. These pandits were entertained in the schools at a time when there was a dearth of trained hands and they were allowed to draw the increments in the time scale and continue in service. Many of them were working in schools where there was provision for only one single pandit. Training was not insisted upon them as essential for their continuance in service. Further even those who were willing to go in for training could not be relieved by the management for want of another suitable hand. Thus those pandits who were entertained after 1960 had no opportunity to get themselves trained for no fault of their own. To render them jobless for no fault of their own and

penalise them as unqualified all of a sudden will result in great hardship to them. To deprive them of vacation salary after putting in continuous service of more than six months is equally harsh. The best thing to be done would be to give them some more years within which to qualify themselves and to continue them in service till then. If the present order is given effect to by the managements many schools will be without Tamil Pandits during the vacation and it would be very difficult to manage the vacation work such as correction of answer books of boys without these specialists.

It is hoped that the Government would reconsider their decision taking into account the hardship caused to the helpless pandits and the administrative difficulty of managing without these specialists during the vacation and withdraw the order early.

C. RAMACHANDRAN

Ponmalaipatti.

S. I. T. DEFICIT FUND

From this month, I propose to send Re. 1 per month as my humble contribution to get over your deficit in financing the publication of your journals. I would request at least the graduate teachers—and there must be nearly 10,000 such in the State—to do likewise. Even if 200 teachers respond every month, the deficit will be made good in a short time. I do hope that the teachers in the State will not allow these journals which champion their cause to be in financial difficulties.

Tindivanam,
S. Arcot Dt.

M. S. V. CHARL.

CONDOLENCE MEETING

A meeting of condolence regarding the sudden demise of Sri T. P. Srinivasavaradan, former president of the union, was held at 5-30 p.m. on 6-1-64 at the Hindu High School, Triplicane, under the joint auspices of the S.I.T.U. and the Madras Teachers' Guild. Among the distinguished representatives of the various institutions and district guilds, Sri S. Balakrishna Joshi, Rev. D. Thambusami, Sri A. K. Sitaraman, Smt. Saraswathi Srinivasan, Sri S. Swaminathan and others spoke about the work done by Sri T. P. Srinivasavaradan and about the irreparable loss of the teaching fraternity on account of his demise. The following resolution was passed unanimously.

"This meeting of the members of the Madras Teachers' Guild and the South India Teachers' Union places on record its deep sense of sorrow at the sudden demise of Sri T. P. Srinivasa-

varadan, a veteran educationist and able champion of the teachers, who in his various capacities as the Secretary of the Madras Teachers' Guild, Vice President of the Madras Teachers' Guild Co-operative Society, the Secretary of the South India Teachers' Union and later the President, has done yeoman service to the members of the teaching profession, and as member of the Madras Legislative Council, boldly worked for the improvement of the Status of the teaching profession and for the quality of education.

"This meeting further resolves to convey its condolences to the members of the bereaved family.

"This meeting requests the Executive of the South India Teachers' Union and other educational bodies to take steps immediately to commemorate his memory in a manner befitting his great service."

OUR BOOKSHELF

DEVELOPMENTS IN AUDIO-VISUAL EDUCATION :

A collection of articles on some of the more impressive advances in the study and application of audio-visual aids in education in recent years has just been published by Unesco in *Development in Audio-Visual Education*.

This is the fiftieth publication in the Unesco series of educational studies and documents which appear in both English and French and some also in Spanish.

The nine articles illustrate some of the more recent changes in thinking and practice in this field. Their topics include : Film, radio and television as education forces in modern civilization ; Some psychopedagogic problems in school television broadcasting ;

Schools television in the United Kingdom : Experience of the use of television in school education in the USSR ; Experimental television in science teaching in Japan ; The language laboratory ; and Teaching machines and human beings.

A HISTORY FOR YOUNG SCOTS —
BOOK I : By Cameron. Price 8s. 6d.

TRAVELLING ABROAD (in Poems) :
By Elliott-Cannon. Price 4s. 6d.

SCIENCE FROM THE BEGINNING —
PUPILS, Book 4 : By Hampson and Evans. Price 6s.

QUEST LIBRARY : DIARIES AND
LETTERS : By Elliott-Cannon.
Price 4s. 6d.

The above books written for children are excellent from every point of view and are written with the sole idea of stimulating interest in the young reader.

Receipt of the following publications is acknowledged with thanks :—

1. Indian Recorder & Digest, Nov. 1963 (Dewanchand, Indian Information Centre).
2. Higher Education & Research in the Netherlands, Vol. VII, No. 2, 1963.
3. Local Government in Selected Countries—Ceylon, Israel and Japan, (U.N.).
4. To Defend the Causes of Freedom—Message by President Lyndon B. Johnson.
5. Educational Leadership (Journal of the Association for Supervision and Educational Curriculum Development), Dec. 1963.
6. Wheat Loan Messenger—Report of Fifth Wheat Loan Library Workshop, Delhi.

THE S. I. T. U. COUNCIL OF EDUCATIONAL RESEARCH, MADRAS-28

LIBRARY CENTRED TEACHING

CIRCULAR LETTER

The S.I.T.U. Council of Educational Research has been conducting an experiment in Library Centred Teaching in three schools in the City of Madras and one school in Coimbatore, from the beginning of the school year 1963-64. There will be a meeting of heads of institutions and teachers connected with the experiment on Saturday the 28th March 1964 at the office of the South India Teachers' Union, Robertsonpet, Raja Annamalaipuram, Madras-28. The purpose of the meeting is to review the progress of the experiment and plan out details for continuing the experiment in the year 1964-65.

It is suggested that a seminar of all those headmasters and headmistresses interested in the experiment may be held at that time with a view to explor-

ing possibilities of extending the experiment to a greater number of secondary schools. The theme for discussion will be — "Effective Utilization of the Library for Classroom Teaching."

It will be a full day seminar from 10 a.m. to 5 p.m. with a break for an hour and a half from 12-30 to 2 p.m. and may extend on the following day, i.e. Sunday the 29th March 1964. Headmasters and Headmistresses desiring to participate in the seminar are requested to write to the Co-ordinator, Office of the S.I.T.U., Council of Educational Research, Madras-28, before the 15th March, 1964.

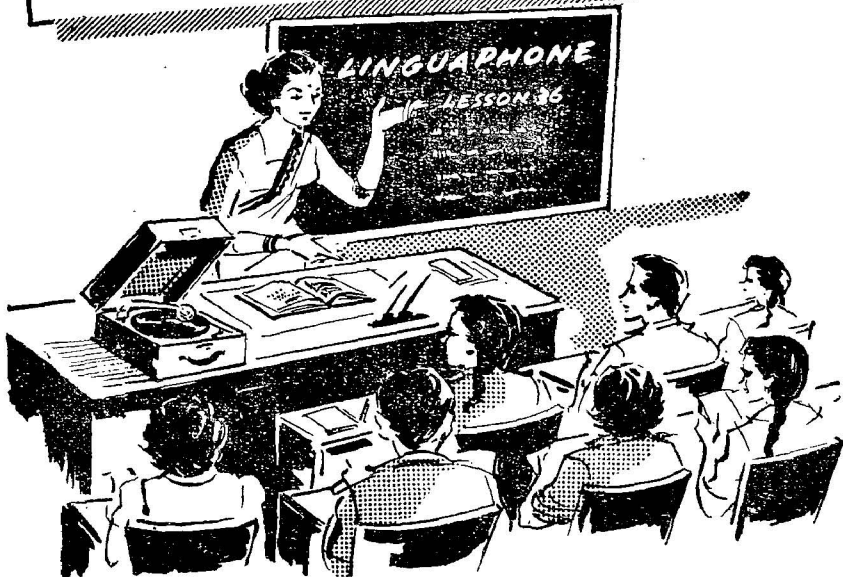
They are also requested to bring with them one or two assistants who are likely to be entrusted with the conduct of the experiment or are likely to profit by participation in the seminar.

Yours in the cause of
Education,

V. ARUNAJATAI,
Secretary-Treasurer.

G. SRINIVASACHARI,
Co-ordinator,

first you listen



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